



Language

Skills Book

Functional English

(Revised)

Class XI



CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092



CBSE, Delhi 110301

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Forward

ENGLISH: BUILDING A BRIDGE BETWEEN ACADEMICS AND WORKPLACE

The CBSE's English Language Curriculum in the classes IX to XII, in particular XI and XII, stands out for its strong dynamism and continuous evolution and development. Since the 1990's with the advent of the communicative methodology, the curriculum has changed by adopting the functional approach. In the current climate of psychological, social and economic changes, the trend is influenced by explosive knowledge creation and exponential technology growth. Thus, the need to modify and infuse changes in the English Curriculum at +2 levels is a necessary step in the up gradation and updation of the existing curriculum. The aim is to bring it at par with other academic and competency and skills based disciplines in its rigor and content. It should be borne in mind that the methodology used in the classroom will be automatically followed by some alterations in the language teaching and learning process. The increasing use of audio visual aids and the internet also impacts on our objectives to give our learners greater autonomy in their learning, enabling differentiated instruction, and, its transformational impact on teaching methods and deployment of assessment tools, consistent with those objectives.

At the + 2 stage, students begin to contemplate and introspect on their choice of subjects for higher study. For some students, this stage may be the end of their formal education, leading to the world of work and employment; for others, the foundation for higher education. They may choose either specialized academic courses or job-oriented vocational courses. The Functional English curriculum should equip them with the necessary associate life skill to make a meaningful contribution in the field they choose. Students' levels of competency can also notably influence which career path they can follow.

Therefore, the revised Functional English Course highlights CBSE's approach to language training within an academic- professional context. The content will emphasize language competencies and effective workplace communicative skills. The Literature Reader* is divided into three parts: prose, poetry and drama. The literary pieces cover a range of interesting and values based themes that can be easily understood and



appreciated by the age group. The Functional Language Skills Book is based on a set of five themes, which students can relate to from an academic, professional or vocational perspective, namely, Media and Networking, Stepping into the World of Business, Ethics and Values, Our Natural Capital and, Wellness and Fitness. The units offer a wide range of sub-themes and skills -based activities that will equip students to introspect, research, analyse and evaluate knowledge content independently, extend and apply such knowledge and skills in a number of academic and professional contexts. Two sets of sample questions are provided at the end of the book as practice materials that are broadly reflective of the question paper design.

By the end of the course, students will read, write and use grammar structures and a wider set of vocabulary effectively and, learn to speak and listen efficiently.

The teachers handling the course need to inform themselves regarding the effective use of course content, teaching methodology, lesson planning, deployment of electronic technology for teaching, management of group work and independent individual work, management of large classes, appropriate use of assessment tools, grading and record keeping to benefit their students.

The seamless integration of the language skills will provide students more focused language skills necessary for their successful upward mobility academically and professionally as a result of their higher standard of English proficiency. This will enhance the total Learning Experience of our students who will be the unequivocal beneficiaries of the most life-long and significant transferable job skill that supports the achievement of their life goals, as confident and competent communicators in English in higher academic study or the work place.

The revision of this book would never have been possible but for the sincere effort and devotion put in by Ms. P Rajeswary, Education Officer and her team , under the leadership of Dr. (Prof.) Sadhana Parashar, Director [Academics, Research, Training & Innovation], CBSE.

Any further suggestions are all welcome and will be incorporated in the future editions.

Vineet Joshi
CHAIRMAN, CBSE



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A Note for the Teachers

The 2-year revised Functional English Course at the Senior Secondary stage will equip students with the linguistic knowledge and the necessary competency to make a meaningful contribution in their chosen field of higher study or work. Indeed, today's job market, offering employment, for example, in hotels, hospitals, construction, or manufacturing, welcomes workers with the ability to understand and interact orally, to fill out job applications, and to use manuals or catalogues and participate successfully in training programs in English. Then, again, at the managerial level, increasingly, a proficient command of English is necessary to interact efficiently and appropriately with English-speaking colleagues, clients, customers or employees; and, for students, it will also be the achievement of a higher level of competency in a global language.

Aims and Objectives:

- to enable the learner to acquire competence in different linguistic functions
- to reinforce the various sub-skills related to reading, writing, listening and speaking.

The Approach:

- A skill based communicative approach is recommended in Functional English with graded texts followed by learner centred activities.
- It is recommended that teachers consciously take a back seat, playing the role of a manager, coordinator and facilitator.

Reading Skills:

- The course aims at introducing variety in text type rather than having only short stories and prose pieces.
- The emphasis is to enlarge students' vocabulary through word building skills and to impart training in reading for specific purposes.



Guidelines:

- Two periods per week may be allotted for reading and the students can work independently. With the teacher facilitating the task a specific time of about 10/15/20 minutes may be allotted depending on the length of the text.
- After the while and post reading exercises are completed by the students, the answers can be discussed. The teacher should not read the passage aloud and explaining. During the discussion, if there is a major discrepancy among the answers the teacher may consider the student's justification, and then assess if the response is consider.
- Both short and the longer texts from a range of themes should be done in the first term to provide the students adequate practice before formal assessment.

Writing Skills:

The activities have been presented in such a way that they lead students towards acquiring advanced writing skills through integrated tasks that move from less linguistically challenging to more challenging ones. It has been planned on the premise that sub skills of writing should be taught in context and greater emphasis should be on teaching the process of writing.

At the end of the course, students will:

- use suitable registers
- use vocabulary to write about a range general vocational subject area.
- draft research report
- business letters
- formal letters -leave application, permission, invitation& replies, complaints & replies
- draft letters to the editor
- script newspaper/magazine articles
- write about specific problems at work
- draft work related reports



- describe people, processes, functions, events/happenings
- draft a written role-play of an academic issue/on-job situation
- design posters-commercial/non-commercial
- draft circulars and notices
- define simple day-to-day objects, places, persons, devices, tools etc [can be based on a visual]
- write a job application[with / without a resume]
- draft formal and informal invitations and replies

Guidelines:

Effective writing emerges out of students' access to the right resources and guidelines. Of course, with lively and original ideas, many students may write succinctly, and gain marks in the examination, but those who write fluently and accurately should also be able to achieve good results, even if their ideas are pedestrian. Hence, clear guidelines have been incorporated in the design of the activities, to strike a balance between students' need to think for themselves and their need to achieve learning outcomes in tangible and concrete terms. The writing ability should not only enable the students to produce clear and correct sentences but also help them to write extended pieces of writing through effective and efficient linking of ideas. The activity may be based on inputs such as letters, e-mails, notes, dialogues, excerpts from conversation and messages, besides visuals such as diagrams, pictures and simple graphical representations, flowcharts, advertisements, posters, notes, extracts from speeches etc.

Contextualisation: Before putting pen to paper, the skilled writer contemplates two important questions:

a) *What is the purpose of this piece of writing?*

The purpose of writing will influence the choice of organisation and the choice of language.

b) *For whom am I writing this?*

This pertains to the audience. The writer may be an individual, or a group of colleagues, an institution, an examiner or a tutor. Contextualisation helps the students to judge the content and value of presentations and format. The answers



to these two questions therefore provide the writer with a sense of purpose and a sense of audience.

The second phase of the activity is the writing itself which consists of making the first draft. The aim at this stage should be to write the content well. Details like correct spelling, punctuation and grammar can be attended to afterwards, in the final draft.

The third stage involves editing, wherein, the final readjustments and accuracy need to be checked, so that, the text is accessible to the readers.

The fourth stage is the writing of the final draft.

Speaking and Listening Skills:

Speaking needs a very strong emphasis and is an important learning objective leading to professional competence. Hence, assessment of oral skills is an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills. The Speaking and Listening / Conversational Skills component will be broadened to develop students' confidence to respond fluently and intelligently during situations where the use of English is imperative. The course will help students develop strategies to listen with comprehension to spoken English, especially in the context of formal academic discussions, interviews and discussions about career prospects. They will be internationally intelligible during their communicative exchanges, so that, they can play a range of roles in academic, social as well as workplace contexts.

Guidelines:

The Development of Speaking and Listening skills and the correct usage for the purpose of effective communication is a primary concern. The students activities suggested can be 'staged' in the classroom using an appropriate number of volunteers from amongst the students, taking different volunteers for different activities to involve a maximum number of learners in the experience. Appropriate number of periods per week may be allotted for the development of Speaking and Listening Skills. At the course, this module assures the students of having acquired proficiency in the oral-aural skills.



Grammar and applied phonetics:

The Grammar that supports these skills includes adjectives and adverbs, modals and semi-modals, gerunds, infinitives and participles, the simple, continuous, perfect [present, past] tense forms, future time, active and passive voice, reported speech, sentence transformation. The Speaking and Listening Skills acquisition will be supported by the inclusion of the following: Speech Mechanism, Classification of Vowels– Diphthongs, Cardinal Vowels, Phonemes– Allophones and Allophonic Variations, Homonyms and Homophones, Stress and Rhythm, Intonation, Juncture, Elision and Assimilation

Evaluation and Assessment:

The revised Functional English, which is intended as a preparation for higher academic studies/vocational careers, will require students to qualify in the assessments of the following skills areas.

- Reading
- Writing
- Grammar
- Literary appreciation
- Practicals - Speaking and Listening Skills
- Extended Reading Texts (Literacy)

Project: Group Activities should be based on the use of English in Academic or Occupational contexts.

The multi-focal, revised Functional English curriculum therefore, aims at equipping our students with excellent communicative skills in diverse applications of English language designed to open up a wide spectrum of higher academic and career avenues in a fast evolving knowledge and technology driven society. The curriculum with its component for students' exposure to major works of literature will foster human values will stimulate self-exploration and effective self-expression to empower them to be active participants/contributors in today's knowledge society.

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक '[सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके सम्स्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए, तथा उन सब में, व्यक्ति की गरिमा और '[राष्ट्र की एकता और अखण्डता] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बगलीस्वां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बगलीस्वां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति व्याभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और जनार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-Second Amendment) Act, 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-Second Amendment) Act, 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.



Content

Unit 1 Media and Networking	1
Unit 2 Health and Fitness	51
Unit 3 Our Natural Capital	76
Unit 4 Step into the World of Business	111
Unit 5 Ethics and Values	154
Unit 6 Speaking and Listening Skills	186
Unit 7 Typology of Questions	297



The Overview

Unit 1: Media and Networking						
Section	Warm up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
A. Father, Dear Father	Mind mapping Group discussion	Completing a given table based on conclusions drawn Completing statements MCQ's	Group discussion		Writing an Article	Synonyms
B. After Twenty Years	Worksheet on lexical items related to crime Identifying parts of a stage Group discussion Mind mapping	MCQ's Sequencing events in a flowchart	Enacting the play	Play reading	Writing a newspaper report Designing a Poster, a Brochure and an Invitation	Reported Speech
C. Social Networking Sites	Conducting a Survey	MCQ's Completing a given table based on conclusions drawn	Group/ Panel Discussion	Panel discussion	Writing an Article	Active and Passive Voice Process Description Sequence markers
D. Films and Entertainment		Note — making		Listening to an interview with Aamir Khan for specific information	Writing a Film Review	
E. Project	TV Show					



Unit 2: Health and Fitness						
Section	Warm up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
A. Double up with Laughter	Group discussion Brainstorming	MCQs Short answer questions	Role play	Listening to a story for specific information	Drafting a Notice	Conditionals Word formation
B. Yoga for Holistic Well-being	Conducting a Survey Writing a report	Completing a flowchart	Giving instructions	Listening to a passage for specific information	Writing an informal letter	Prepositional phrases Compound words
C. A Healthy Brain	Group discussion Brainstorming	Short answer questions Completing a flow chart	Role play		Writing instructions	Active and Passive Voice Synonyms Adverbs or Adjectives
Unit3: Our Natural Capital						
Section	Warming up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
A. Nature Tourism	Reading an advertisement with understanding Matching nouns to adjectives Choosing appropriate adjectives for advertisements		Narrating experience Expressing an opinion	Listening to a conversation for specific information	Designing a promotional advertisement Writing a job application [with /without a resume]	Reordering a jumbled words to make meaningful sentences Modals
B. Wild		Completing statements				Synonyms Compound



Himalayan Havens		Short answer questions				words Word stress in compound words Connectors
C. The Trees are Down		MCQ's Onomatopoeic words	Listing reasons for tree felling		Writing a speech	
D. Our Animal Friends			Expressing opinions			Tenses
Unit 4: Step into the Business World						
Section	Warm up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
A. Nature Tourism	Mind mapping Group discussion	MCQ's Short answer questions	Panel discussion	Panel discussion	Writing an e-mail (formal)	Synonyms Phrasal Verbs Idioms Business Collocations
B. Buyer is the Boss	Understanding lexical items in context Completing KWL Chart Vocabulary worksheet Awareness quiz	MCQ's Short answer questions	Pair work discussion Group discussion		Writing a formal letter of complaint Designing a Poster Designing a Classified Advertise — ment	Subject-Verb concord
C. Powerful	Identifying successful women	Completing a given pyramid	Conducting an interview		Writing a feature	



Women in Indian Business	Entrepreneurs	about people referred to in the article Short answer questions	Role play		article	
D. Wealth From Waste	Pair discussion	Creating a timeline Short answer questions Completing a flowchart		Interview with an entrepreneur	Writing a speech	Active and Passive Voice

E. Project: Creating Quirky Advertisements

Unit 5: Ethics and Values

Section	Warming up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
A. Art of Story Telling	Group discussion Brainstorming	MCQ's Art of story telling	Pronunciation practice Reminiscence about story telling times Survey		Reminiscence Essay about joint family system	Word formation Idioms and Idioms quiz New Words
B. Attitude Changes Everywhere The Star Fish Story	Quiz Discussion Brainstorming	The Star Fish Story Quiz	Discussion and Brainstorming about Professional Ethics		Essay about Values and Ethics	Types of Sentences
C. Are More People Cheating?	Discussion and Brainstorming	Report : Are More People Cheating Matching Exercises			Drafting Slogans Letter of Complaint	Guessing the meaning using contextual clues



<p>D. A Heroism</p> <p>Are the Rich Happy?</p>	<p>Brainstorming and Discussion about the Qualities of a Hero</p>	<p>Poem: Brainstorming and discussion</p> <p>Appreciating An Excerpt: Are the Rich Happy?</p> <p>Note Making</p>	<p>Group Discussion about starting a vocational course on Values and Ethics</p>		<p>Summarising</p>	<p>Sequence of Tenses</p> <p>Timing of Events</p>
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Unit 6 : Listening and Speaking Skills

Section	Warm up	Speaking	Listening	Pronunciation and Grammar
<p>A. Introducing Conversation</p>	<p>Quiz on Conversation</p>	<p>Let's speak in English Let's Begin at the Beginning.....</p>		
<p>B. Exchanging Information</p>		<p>Socially Speaking... Offers, Acceptance and Refusal</p> <p>Dialogue /Role Play Short responses Seeking and giving information</p> <p>Formal and Informal Speech</p> <p>Appropriacy of Style and Register</p> <p>Speaking before an Audience</p>		
<p>C. Pronunciation</p>	<p>Identifying Rhyming Words</p>			<p>Silent Letters</p> <p>Homonyms and Homophones</p> <p>Sounds and Symbols</p> <p>Consonants in English</p>



				Pronunciation Table Word Stress in English The Syllable Rules of Word Stress Sentence Stress Tones in English
D. At a Meeting	Sounds of vowels, consonants and diphthongs	Language of Meetings Making Phone Calls	An announcement A Conversation An Interview Taking Directions Taking Instructions A Cricket Commentary	
Appendix				
Listening Tape - Scripts				
Sample Questions for Practice				